

PENGURUSAN KONFLIK DAN CIRI KEPIMPINAN
DI KALANGAN PENGAWAS SEKOLAH MENENGAH
NEGERI KEDAH

Kertas Projek Ini Dikemukakan Kepada Sekolah Siswazah
Sebagai Memenuhi Sebahagian Dari Keperluan
Ijazah Sarjana Sains (Pengurusan)
Universiti Utara Malaysia

Oleh

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26 November, 1999

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KEBENARAN MENGGUNAKAN KERTAS PROJEK

Kertas projek ini dikemukakan sebagai memenuhi sebahagian daripada keperluan pengurniaan Ijazah Sarjana Universiti Utara Malaysia. Saya dengan ini bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya juga bersetuju bahawa sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada kertas projek ini untuk tujuan akademik perlulah mendapat kebenaran penyelia kertas projek atau Dekan Sekolah Siswazah terlebih dahulu.

Sebarang bentuk salinan dan cetakan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penulis dan Universiti Utara Malaysia perlulah dinyatakan jika rujukan ke atas kertas projek ini dilakukan. Kebenaran untuk menyalin atau menggunakan kertas projek ini sama ada secara sebahagian atau sepenuhnya hendaklah dipohon melalui:

Dekan

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ABSTRAK

Kajian ini bertujuan untuk menyelidik dan mengkaji hubungan ciri kepimpinan dengan **gaya** pengurusan konflik yang diamalkan oleh **para** pengawas di sekolah menengah di dalam daerah Kubang Pasu Kedah. Unit **analisis** adalah terdiri dari tujuh buah sekolah menengah dengan responden seramai 223 orang pengawas. Soalselidik untuk ciri kepimpinan dibina **sendiri** oleh penyelidik berasaskan kluster **gaya** kepimpinan autokratik, **demokratik** dan laissez-faire yang dikemukakan oleh **para** sarjana di bidang kepimpinan dan diubahsuai kepada kepimpinan berorientasikan **tugas**, berorientasikan hubungan dan pasif. **Bagi gaya** pengurusan konflik **pula**, penyelidik berpandukan kepada model Kilmann & Thomas (1974,1977,1978). Data **diproses** dengan menggunakan SPSS 7.5. Hipotesis telah diuji dengan menggunakan ujian-t dan ANOVA Satu Hala. Daripada pengujian hipotesis didapati bahawa **bagi** ciri-ciri demografi iaitu jantina, umur, **bangsa**, tempoh bertugas dan jawatan, kesemuanya tidak menunjukkan perbezaan yang signifikan terhadap ciri kepimpinan. Sementara **bagi gaya** pengurusan konflik, hanya jantina yang menunjukkan perbezaan yang signifikan. Dapatan penting yang ditemui adalah kewujudan hubungan yang signifikan di antara ciri kepimpinan dan **gaya** pengurusan konflik pengawas. Secara lebih terperinci, didapati bahawa ciri kepimpinan berorientasikan hubungan mempunyai hubungan yang signifikan dengan kelima-lima **gaya** pengurusan konflik. Dapatan ini **memberi** implikasi yang tersendiri kepada pihak sekolah atau **mana-mana** pihak yang berkenaan. Latihan kepimpinan yang berupaya meningkatkan kemahiran menguruskan konflik **amat** perlu **bagi para** pelajar amnya dan pengawas, khasnya. Konotasinya di **sini** adalah bahawa sudah tiba masanya peranan pengawas dimanfaatkan **lagi** dalam usaha menangani masalah disiplin pelajar yang semakin menular. Program serampang dua **mata** perlu diwujudkan dan didedahkan kepada **para** pengawas supaya kemahiran dalam menguruskan konflik interpersonal dan intrapersonal sekaligus dapat meningkatkan ciri kepimpinan mereka. Dapatan ini hanya boleh digeneralisasikan di sekolah-sekolah menengah Daerah Kubang Pasu tetapi rangka kerjanya boleh direplikasikan **bagi kajian-kajian** lanjutan.

ABSTRACT

The purpose of this study is to investigate the relationship between leadership and styles of managing conflict among school prefects in the district of Kubang Pasu, Kedah. Seven secondary schools with 223 respondents served as the unit of analysis for the data generated. The items for leadership traits are built based on the cluster of autocratic, democratic and laissez faire as introduced by leadership scholars, and was modified into leadership based on task (task oriented), based on relationship (relationship oriented), and passive. As for styles of managing conflict, Kilmann-Thomas Model (1974, 1975, 1977) was based upon. Data were analysed using SPSS 7.5. The hypothesis were then tested using T-Test and One Way **ANOVA**. From the test done, it is obvious that there is no significant difference between all the demographic factors and leadership. A significant finding is detected between gender and styles of managing conflict. The important finding of the study is the significant relationship between leadership and styles of managing conflict. In detail, relationship-oriented leadership has a significant correlation with all the five styles of managing conflict. Thus, the finding implied that leadership training could serve as a tool for upgrading the skill of managing conflict, vice versa. It is high time that the role of school prefects is defined in a meaningful perspective in such a way that could help minimize the violence and discipline problems in schools. The connotation of the study is that such a program which could nurture the skill of leadership as well as enhancing the ability of managing interpersonal and intrapersonal conflict among students, generally and school prefects, especially, should be carried out and implemented without delay. The findings of the study are generalizable to the Education District Of Kubang Pasu but the framework may be replicated for further research.

DEDIKASI

Khas buat insan yang banyak berkorban demi kejayaanku

Suamiku yang tercinta

MOHD. ZULKIFLI MOHD. NOOR

dan anakanda

NURIN AYUNNI

NURIN ALIA

NURIN IMTIAZ

Yang tabah dan sabar menempuhi dugaan sepanjang pengajianku

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Yang telah mendidik dan mendewasakanku sehingga aku menjadi
sepertimana yang kalian lihat pada hari ini.

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BAB 1

PENGENALAN

1.0 LATARBELAKANG

Institusi pendidikan merupakan satu organisasi sosial kompleks yang dibentuk oleh manusia dari pelbagai bangsa, budaya, sosioekonomi dan latarbelakang pendidikan. Penubuhan institusi pendidikan adalah untuk mencapai objektif pendidikan tertentu secara berterusan. Dalam usaha mencapai matlamat pendidikannya, ia dikaitkan dengan faktor persekitaran seperti ekonomi, politik, masyarakat dan dasar-dasar kerajaan. Menurut Ahmad Atory (1991), gerak kuasa dari alam sekitar seperti undang-undang, sosiobudaya, moral dan ekologi boleh memberi kesan kepada rekabentuk organisasi. Faktor-faktor alam persekitaran ini berhubung rapat dengan sesebuah institusi pendidikan kerana ia mempengaruhi input dan output organisasi tersebut.

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